GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF GENERAL SERVICES

DESIGN-BUILD SERVICES
MARIE REED ELEMENTARY SCHOOL

Solicitation #: DCAM-15-CS-0164

Addendum No. 3
Issued: September 9, 2015

This Addendum Number 03 is issued by e-mail on September 9, 2015. Except as modified hereby, the Request for Proposals ("RFP") remains unmodified.

Item #1

Concept Design: A copy of the concept design for the project is attached.

Item #2

Existing Drawings: Drawings of the existing building are available for download at: https://leftwichlaw.box.com/s/bft46e1i6phq82ylmtnazatf12005pti.

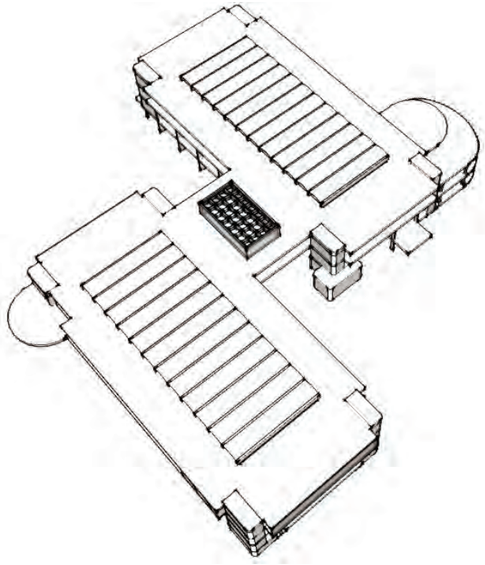
Item #3

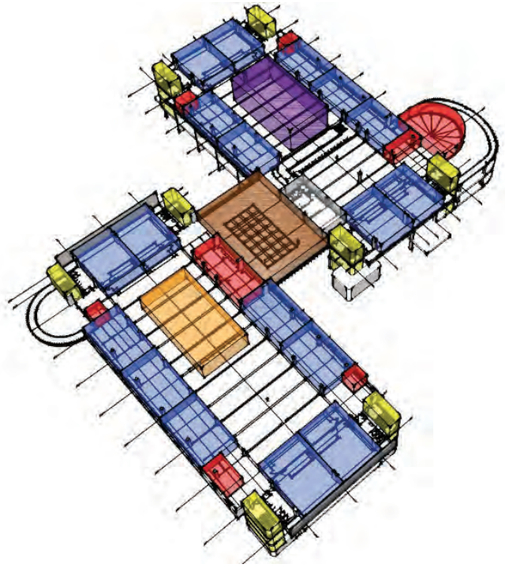
Revised Form of Offer Letter and Disclosure Form: Revised versions of the Form of Offer Letter and Disclosure Form are attached.

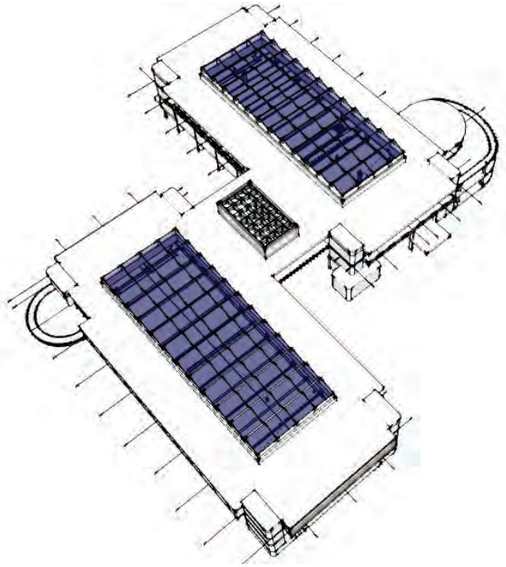
Item #4

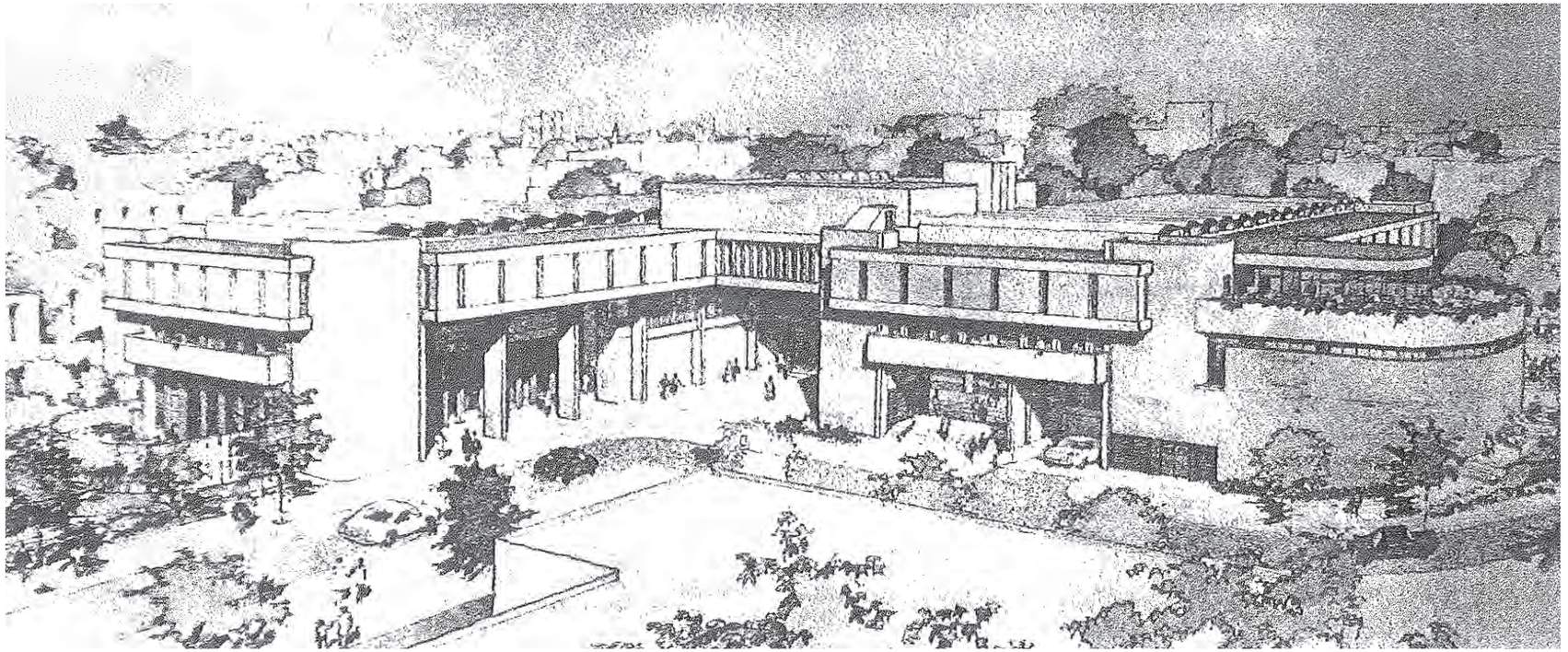
The bid date remains unchanged. Proposals are due by **September 17, 2015 at 2:00 pm EDT**. Proposals that are hand-delivered should be delivered to the attention of: Alicia Norris, Contract Specialist, at **Frank D. Reeves Center, 2000 14th Street, NW, 8th floor, Washington, DC 20009**.

- End of Addendum No. 3 -









CONCEPT DESIGN REPORT

MARIE H. REED COMMUNITY LEARNING CENTER

SUBMITTED TO DISTRICT OF COLUMBIA
DEPARTMENT OF GENERAL SERVICES

DRAFT

31 JULY 2015

QUINN EVANS
ARCHITECTS

INTRODUCTION

Project Description

Marie H. Reed Community Learning Center is located at 2201 18th Street, NW. The existing building was constructed in 1977 and is approximately 140,000 square feet. The Marie H. Reed Elementary School occupies the great majority of the building. The current facility houses a swimming pool that is operated by the DC Department of Parks & Recreation which also shares other spaces with the elementary school. Three community partners provides daycare and healthcare services to the Adams Morgan community at the center. At present the school is an "open plan" facility and straddles Champlain Street, NW.

The DC Department General Services and DC Public Schools has engaged Quinn Evans Architects for design services to renovate or modernize the Marie H. Reed Community Learning Center (the "Project"). It will be designed in such a way so as to achieve, at a minimum, LEED for Schools - Gold certification.

Scope & Schedule

Construction of the Project is scheduled to begin in spring 2016 and to be complete in August 2017, in time for the 2017-2018 School Year. To meet this deadline the Design Team is targeting the following interim submission dates:

- Concept Design (This Report) in July 2015
- Schematic Design in September 2015
- Initial work with the CM Advisor in October 2015
- Design Development in December 2015
- Permit Documents in February 2016
- Construction Documents in April 2016

Immediately following the work on this Report, the Design Team in collaboration with the DC Department of General Services, DC Public Schools and the School Improvement Team is proceeding with Schematic Design and we are planning to make presentations to the Community and the Commission of Fine Arts in September and October 2015.

Stakeholders

District of Columbia Public Schools (DCPS)

District of Columbia Department of Parks & Recreation (DPR)

Marie Reed Health Center – The Community of Hope

Children's Hospital - Marie Reed Clinic

Marie Reed Early Head Start

Advisory Neighborhood Commission 1C (ANC 1C)

Adams Morgan Community

School Improvement Team (SIT)

DC Department of General Services (DGS)

Client objectives

Quinn Evans Architects to bring this project to fruition within budget while meeting all programmatic requirements and responding to stakeholder goals.

Design Team

Architect: Quinn Evans Architects

Landscape Architect: Bradley Site Design, Inc.

Civil / Site Engineer: Wiles Mensch Corporation

Structural Engineer: SK&A Structural Engineers

MPE & FP Engineer: JVP Engineers

Strategic Engineering & Energy Modeling: In Posse

Acoustics, AV & IT: Convergent Technologies

Foodservice Design: Nyikos Associates

Hazardous Material Consultant: Apex Companies

Cost Estimating: Forella Group

Elementary schools promote personal growth and a sense of identity within these contexts:

GREEN DESIGN STRATEGIES

The following list of sustainable design strategies shall be considered during Schematic Design

Sustainable Sites
- Use native plants
- Green roof
- Innovative and integrated storm water management best practices
- Underground cistern or storage system
- Garden
- Living vertical wall

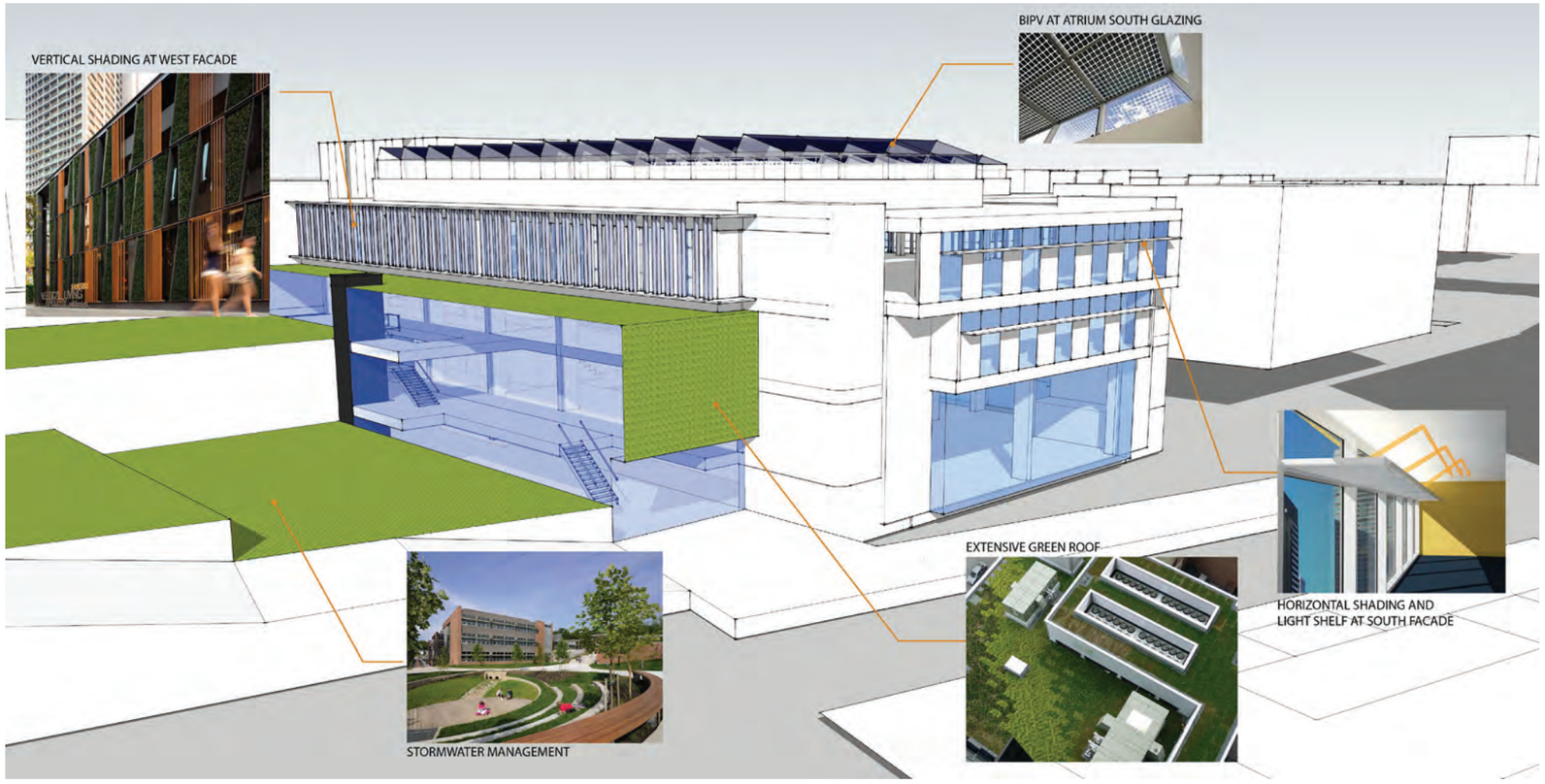
Water Efficiency
- Low flow fixtures

Energy & Atmosphere
- Employ photo-voltaic panels
- Purchase power generated from renewable resources (sun, wind)
- Provide immediate feedback on energy use to facilitate student monitoring and learning
- Employ a waste water source heat pump system
- Employ solar thermal panels for hot water

Material & Resources
- Use of local materials wherever possible
- Use of material containing recycled content wherever possible

Indoor Environmental Quality
- Use of shading devices on west facade to minimize glare and solar gain.
- Use of light shelves to bounce light further into spaces
- Use of skylights to increase daylight in spaces

Innovation in Design
- Alternative pool water treatment system (bromine)



Sustainable Strategies Diagram

NARRATIVE - CONCEPT DESIGN A

CONCEPT A - EXTERIOR

Enhancing the Image of Marie Reed

The Marie H. Reed Learning Center is a unique building within Adams Morgan that contributes to the history and character of the neighborhood. It represents the vision of a community that is dedicated to the health, welfare, and achievement of all of its residents regardless of age or background. The same goals that inspired the existing facilities are valid today. For this reason it is important to consider the reuse and renovation of the existing building as an alternative to the complete demolition and rebuild of the facility.

Concept A maintains the best of the past while looking to the future. Using the existing building as a framework for new spaces is not only an efficient use of resources but also represents the goals of the community - to build upon the values of the past. A renovation of the building will integrate new design goals such as environmental responsibility, acoustic needs, daylight and views that either were not fully met in the original design or have fallen into disrepair. The renovation approach will use the lessons learned from the existing facility to improve the design of the renewed building.

Responding to External Conditions

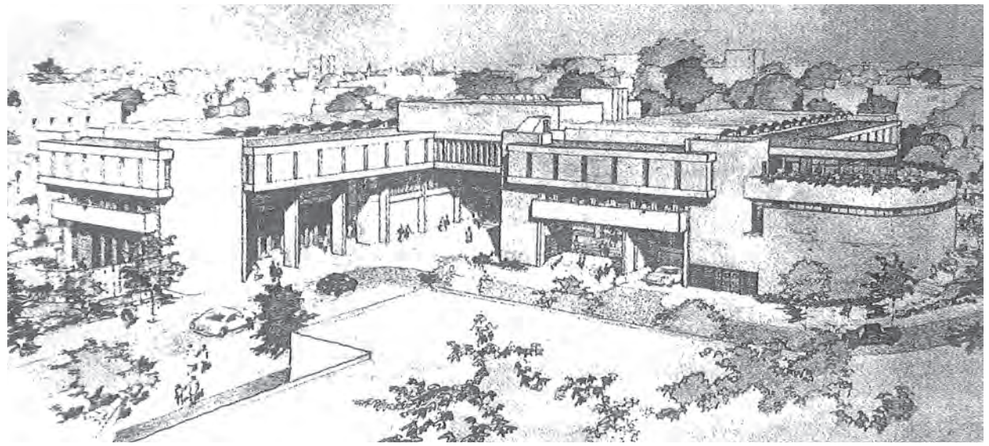
A large building that spans multiple blocks, Marie Reed Learning Center has a to address multiple circulation paths and neighborhood scales. On its east side, the building faces a primarily residential neighborhood with town-homes from the early 1900's. Ontario Rd which bounds the east of the site is relatively less trafficked by both pedestrians and automobiles. Concept A proposes that the school entry at this edge of the site be a secondary entry for younger children. Architecturally this entry and facade should be less pronounced and articulated at a smaller more residential scale.

Along the south-east, the site fronts a combination of industrial and commercial uses. In particular, the building edge along Old Morgan School Place is isolated from the majority of neighborhood due to the large, industrial type uses which bound the site. The concept design proposes the use of this building edge for back of house uses including entry to the underground parking, loading, and garbage collection. The southern facade along Old Morgan School Place will be designed to shield unwanted views of back of house functions. At the upper levels, the facade will be articulated in way appropriate for the school function.

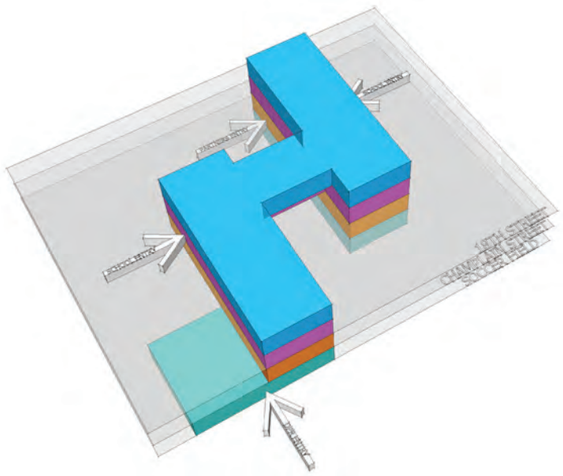
Subdividing the site into east and west sections is Champlain Street. This axis through the site links a residential area to the north with a commercial area to the south. Currently serving the lower levels of the building and separated from the upper level school entries, it is the natural access for partners spaces that are located on the ground floor of the building.

The south-west facade overlooking the playing fields has sweeping views over the city. The facade here would take advantage of these existing views particularly at the upper levels that are dedicated for school use. Below at the ground level the facade would allow for strong visual connections between the recreation uses at the south end of the site and the recreation center uses at the lower level. The main entry to the recreation center will be located between the existing and new buildings. It will be adjacent to the transverse access across this portion of the site.

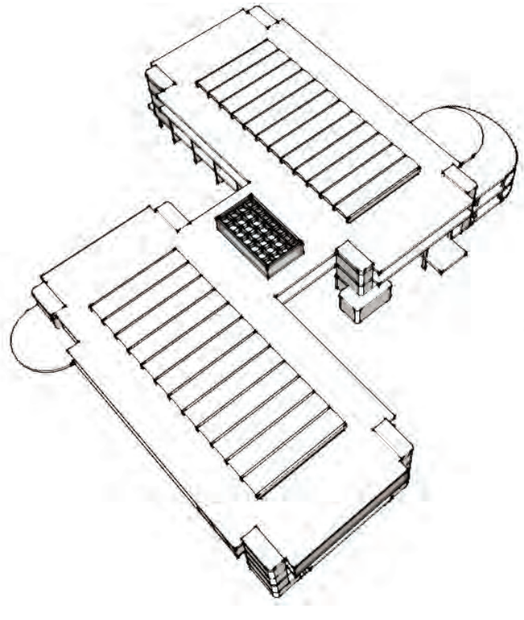
On the west side of the site, the character is primarily commercial along the 18th Street corridor. This is the existing front door to the building as the majority of school



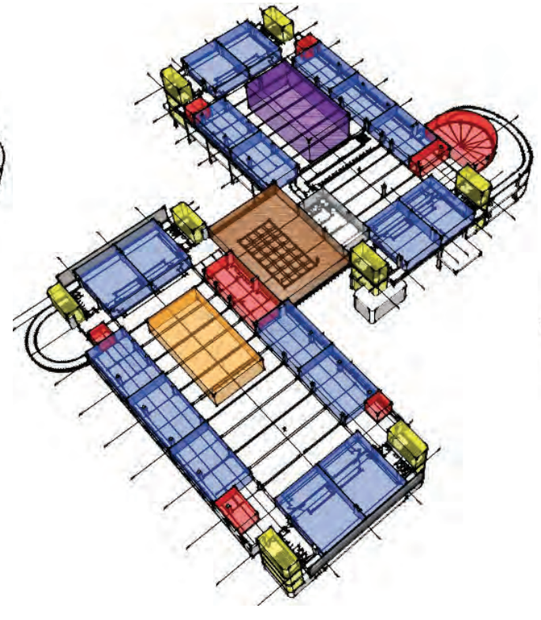
Rendering, 1978 Dedication of Marie Reed Community Learning Center



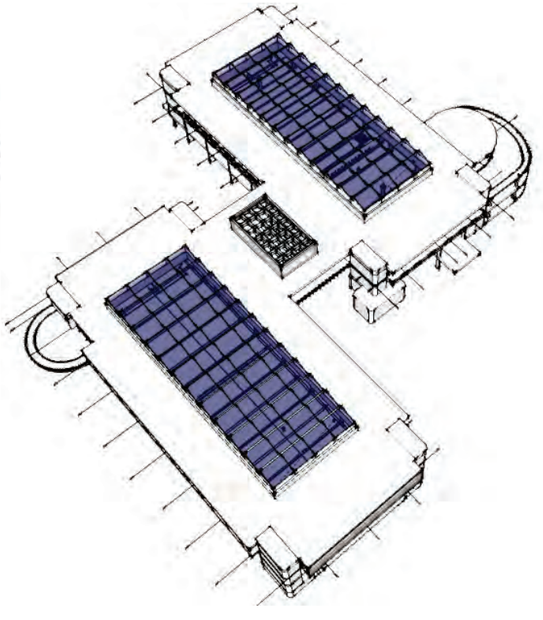
Building Entries Diagram



Existing Structure



New Learning Communities



New Skylights

NARRATIVE - CONCEPT DESIGN A

CONCEPT A - EXTERIOR (Continued)

and recreation occupants enter from this direction. Concept A proposes using the natural grading of the site to create two distinct main entries for the school and recreation center. The entry to the school will be located in its current location. However, the new architectural expression at the entry will break the horizontal stacking of the overall building massing to clearly identify this as the primary entry to the school. A north-south internal circulation spine between these two entries will be expressed in the massing along the west facade.

The north facade of the building faces a primarily residential section of the neighborhood. This edge is the least prominent of all the edges as the grade rises at this end of the site. The architectural modifications of this edge would address the smaller scale of the adjacent neighborhood. Entries along this edge will be secondary and less prominent.

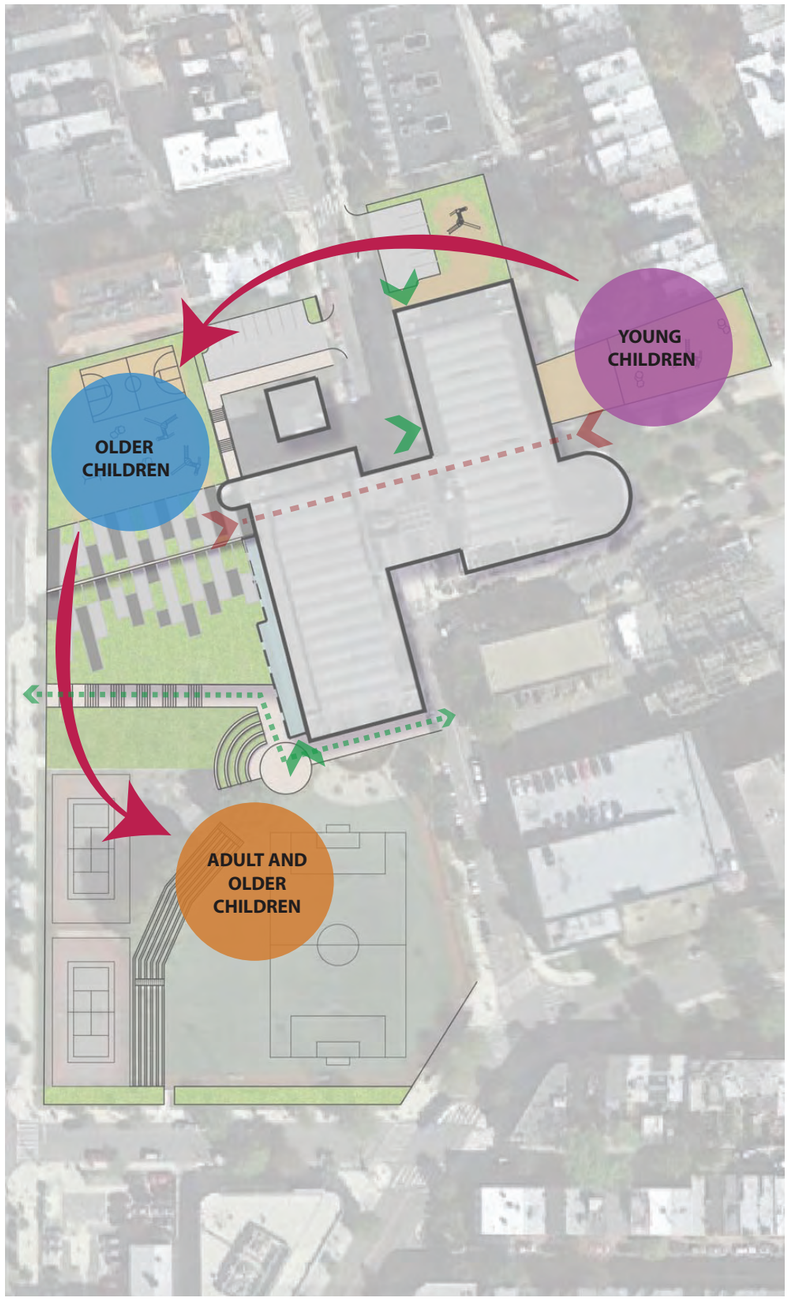
The predominant axis of the existing building is north-south. The building's largest surface areas face the eastern and western sun. This condition often creates a high level of solar heat can along the western face of the building. The design of the mechanical system can overcome this effect. However, to improve the energy efficiency of the building, the cladding can be designed to reduce heat gain on the west and southern faces. Shading that limits solar gain on the western face of the building will respond to the low angle of the sun late in the day. This could be expressed as vertical fins or screens. The smaller southern faces of the building will also be designed to reduce solar heat gain in the middle of the day. A potential design option would be horizontal light shelves. The design of all facades of the building will be considered with regard to solar orientation.

Communicating Sustainability

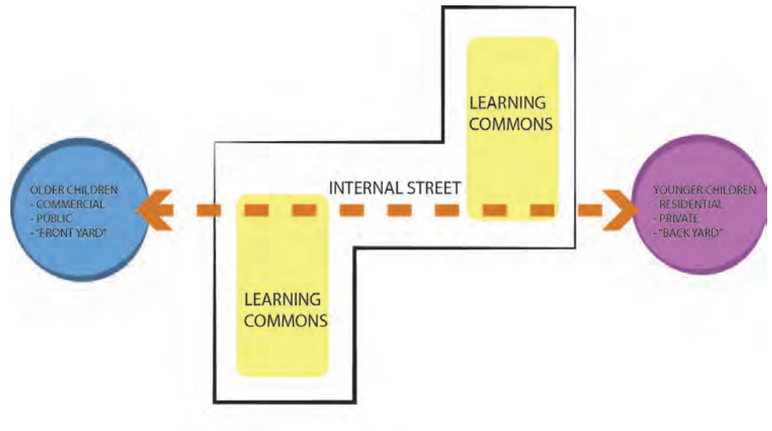
A complete sustainable building strategy includes a multitude of tactics including, but not limited to, energy efficiency, air quality, and water use reduction. The strategies employed are often hidden to the occupants of the building. However, in a learning environment, it is particularly important to implement techniques that are expressive and are reinforced throughout the built environment. The concept design proposes identifying a cohesive sustainability story that illustrates multiple sustainable methods for addressing an important environmental theme. This story or grouping of strategies should be graphically illustrated in a cohesive way both inside and outside the building.

In particular, the exterior cladding will address the following issues:

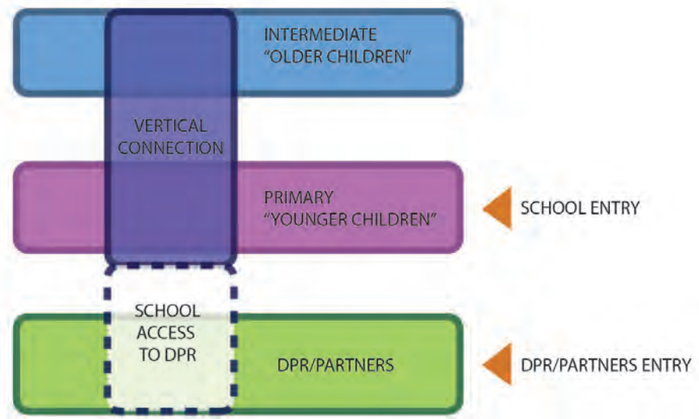
- *Heat Island Effect*
- *Site and Stormwater Management*
- *Energy Efficiency*
- *Daylight and Views*
- *Acoustics*



Site Circulation



Horizontal Building Circulation



Vertical Building Circulation

NARRATIVE - CONCEPT DESIGN A

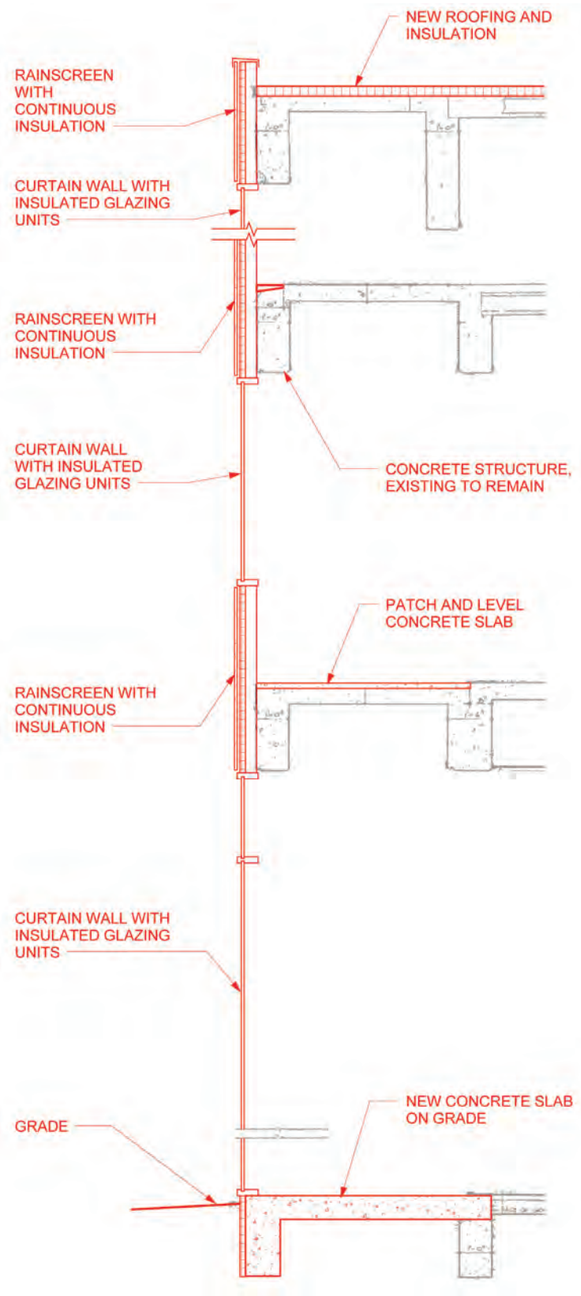
Envelope Design Criteria

The exterior cladding system will be determined based on a set of criteria that has been generated from the client program requirements and school/community input. The intent is to explore a series of cladding options that will be vetted based on their ability to meet these needs. Due to the scale of the building and the multitude of functions, a variety of systems will likely be employed. The criteria assessment will assist in determining where to best located the cladding options.

- Contextually appropriate for Adams Morgan neighborhood and Washington, DC
- Architecturally represents the building functions both at the whole building and space planning level.
- Ability to be hung or attached to either the existing or proposed structural system
- Contributes to sustainability of the whole building in the following categories:
    - *Energy Efficiency - including solar loading and insulation*
    - *Local and Regional Materials*
    - *Renewable Resources*
    - *Daylight to interior spaces*
    - *Acoustics*
- Ease of maintenance and durability including impact resistance and graffiti removal
- Availability of manufacturers and installers
- Ease of phasing construction
- Budgetary constraints
- Bidding Requirements - US manufacturer, lead times, CBE requirements

Exterior cladding systems and materials currently under consideration include, but are not limited to:

- Terracotta Rain Screen
- Ceramic Tile Rain Screen, such as *Porcelanosa*
- Curtain Wall - Stick Built
- Curtain Wall - Unitized
- Sloped glazing system
- Fritted glass for curtain wall systems and skylights
- Metal screen panels with custom cut openings
- Metal panel system, such as *Alucobond, Sobotec*
- Fiber Cement Panel rain screen system, such as *Eternit*
- Brick cavity wall
- Pre-cast concrete panels



NARRATIVE - CONCEPT DESIGN A

CONCEPT A - INTERIOR

Design Opportunities

The existing Marie Reed facility has a variety of unique characteristics that provide opportunities for a renovation of the building. The building has a large floor plate with wide column grid spacing. Floor to floor elevations are typically 12'-0" which is adequate to provide system routing through the ceilings and allow for typical ceiling heights in the 8'-0" to 9'-0" range. At the lower level, large spaces containing recreation spaces span multiple floors. These spaces provide the opportunity for reuse as recreation spaces or as infill for other, smaller scale functions. One of the defining features of the existing building is its open plan layout and central skylights at the upper level. Though a complete open plan learning space is currently not asked for in the education specifications, these areas provide opportunities for common spaces to be shared learning environments.

Concept A proposes replacing the barrel vault and clerestory with larger skylights that define central common spaces between more traditional classroom spaces. These central spaces will each have unique learning environments that will define the classroom neighborhoods which surround them.

In addition to the skylights that are the defining architectural elements of the upper level, the existing building has exterior patio areas adjacent to the entry at the west and the auditorium at the east. These spaces provide opportunities for clearly defined exterior learning spaces adjacent to interior classrooms.

Design Challenges

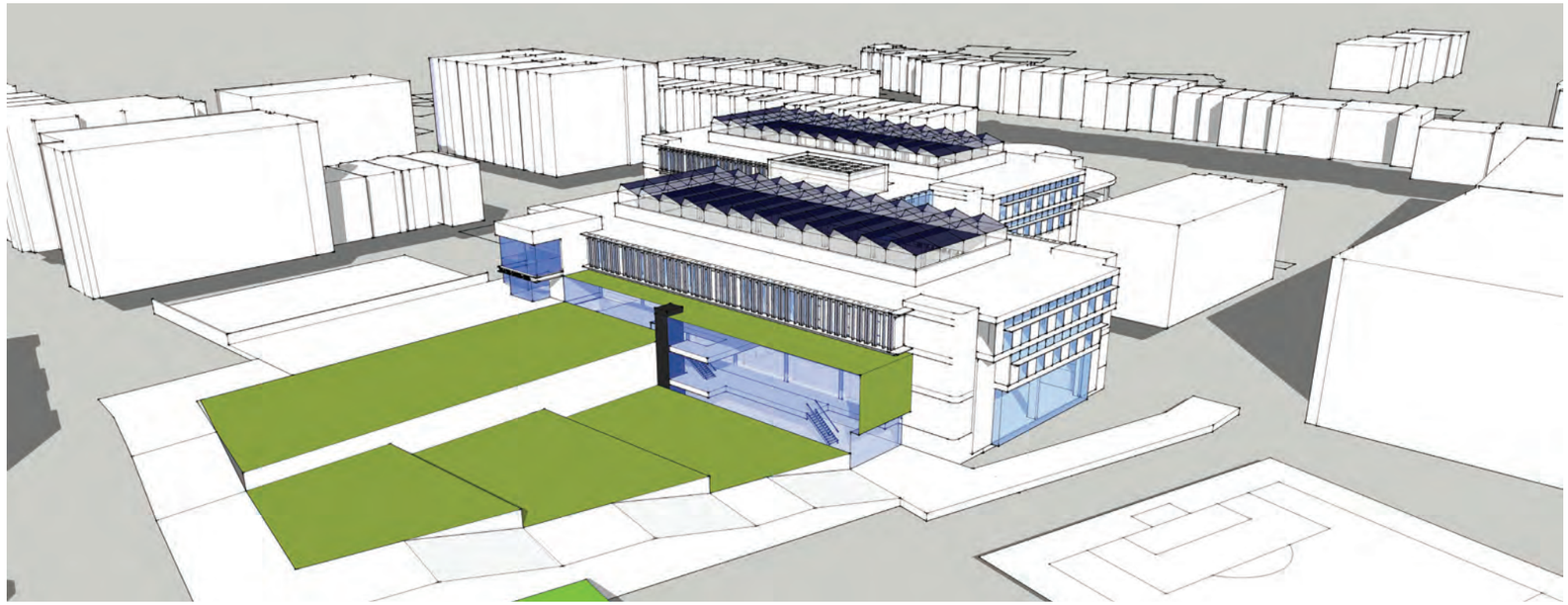
The existing Marie Reed facility is a large building that spans multiple blocks. Though the size of the building provides the ability to house multiple functions, it also provides a challenge for wayfinding and separation of uses within the space. Defining entries and functions through exterior massing and cladding design will be integral to articulating the multiple uses of the building. Additionally, creating a clear internal organization and connection points between functions will create a legible building that is easily accessed by its occupants.

The large floor plates which are an opportunity at the upper level also pose challenges at the lower levels where access to skylights are not available. The interior spaces may not have the desired access to daylight and views. Classrooms and core learning spaces will be placed at the perimeter to take advantage of natural light. Additionally, providing vertical openings between the upper and lower levels may provide shared daylight from the upper level skylights. These openings can also provide a visual connection and wayfinding opportunity within the space.

Interior Organization

Concept A proposes organizing the building vertically. Typically, partner and recreation functions will be located at the lower levels with dedicated, separate entrances. The upper levels will be slated for school functions. The entrance for the school will be maintained at the west, 18th Street facade.

The ground floor west of Champlain Street will house the recreation functions of the building. A separate, identifiable entrance to the recreation function will be located at this level. The concept also proposes a possible pool addition to the west of the building. The shared gym space will bridge the school and recreation functions to the north.



Birdseye View of Site Looking Northeast

Sectional Perspective of Building

Food Lab Perspective

CONCEPT DESIGN A

CONCEPT A - INTERIOR (Continued)

A multipurpose room will be located in the existing pool location. The visual barrier between the site and this space will be removed to create a connection between interior and exterior recreation functions. These visual connections between the lower site and interior recreation functions will create a welcoming space that supports the new recreation entry at this end of the building.

Across Champlain Street, partner functions including the daycare, clinic and WIC will be housed in the ground floor level of the east wing. An entry to the community clinic off of Champlain will be enhanced to create a welcoming entry that addresses the pedestrian scale. The partner functions that are accessible to the community at large will be clearly separated from the school functions above.

The top two floors of the building - first and second - bridge Champlain street with an internal connector. Due to the size and scale of the school function, the program best fits at these upper levels. The internal organization of the school will address adjacencies to entries and also clearly define school neighborhoods based on the grade level of core academic spaces.

Adjacent to the primary entry at the west, the administrative and cafeteria functions are proposed. Crossing the bridge to the first floor east wing, the early childhood neighborhood will be located. This location provides on grade access to exterior play spaces and also provides a strong connection to the administration. The east and west wings of the second floor will contain the lower and upper level neighborhood, respectively. Each wing will not only house the core academic functions but also supporting resource and special classrooms.

Internal Circulation

Three nodes, one at the east and two at the west, define the internal circulation of the proposed building. Each of these nodes connects vertical and horizontal circulation paths that knit the building and its multiple functions together.

At the west, the existing entry to the school continues to be an important node that welcomes students and connects the school and recreation functions. This becomes the main gate to the school where the administrative functions can oversee the entry from both the exterior and public recreation spaces. This node will be highly visible on the exterior through massing and cladding design.

To the south of the school entry, the entry to the recreation space becomes the second node in the west wing. It is connected to the school node with an internal circulation spine. This cascading spine connects the large scale recreation spaces along the west facade of the building.

At the east the vertical circulation that connects the two level of the school becomes an important third node. This space will be defined by the vertical circulation element. It should be visually connected and identifiable from the entry node at the west. In addition to providing vertical circulation functions, it will also bring daylight from the upper level skylights to the space below. The natural light is an important feature that will enliven the space and reinforce the architectural design - one which is characterized by its use and manipulation of daylighting elements.

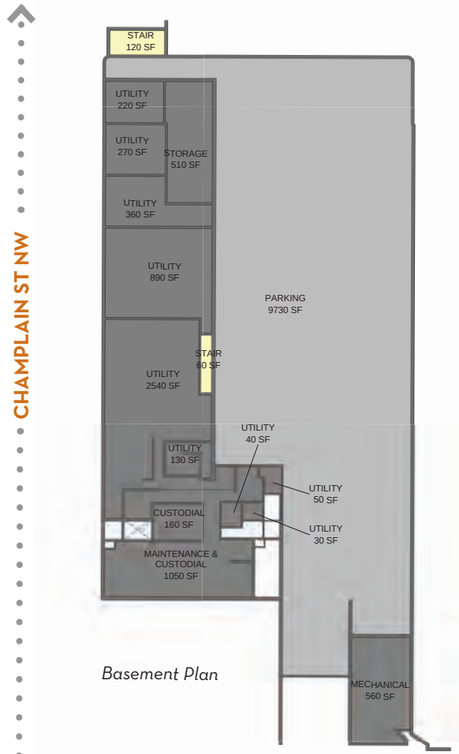
Perspective of Media Center

CONCEPT DESIGN A

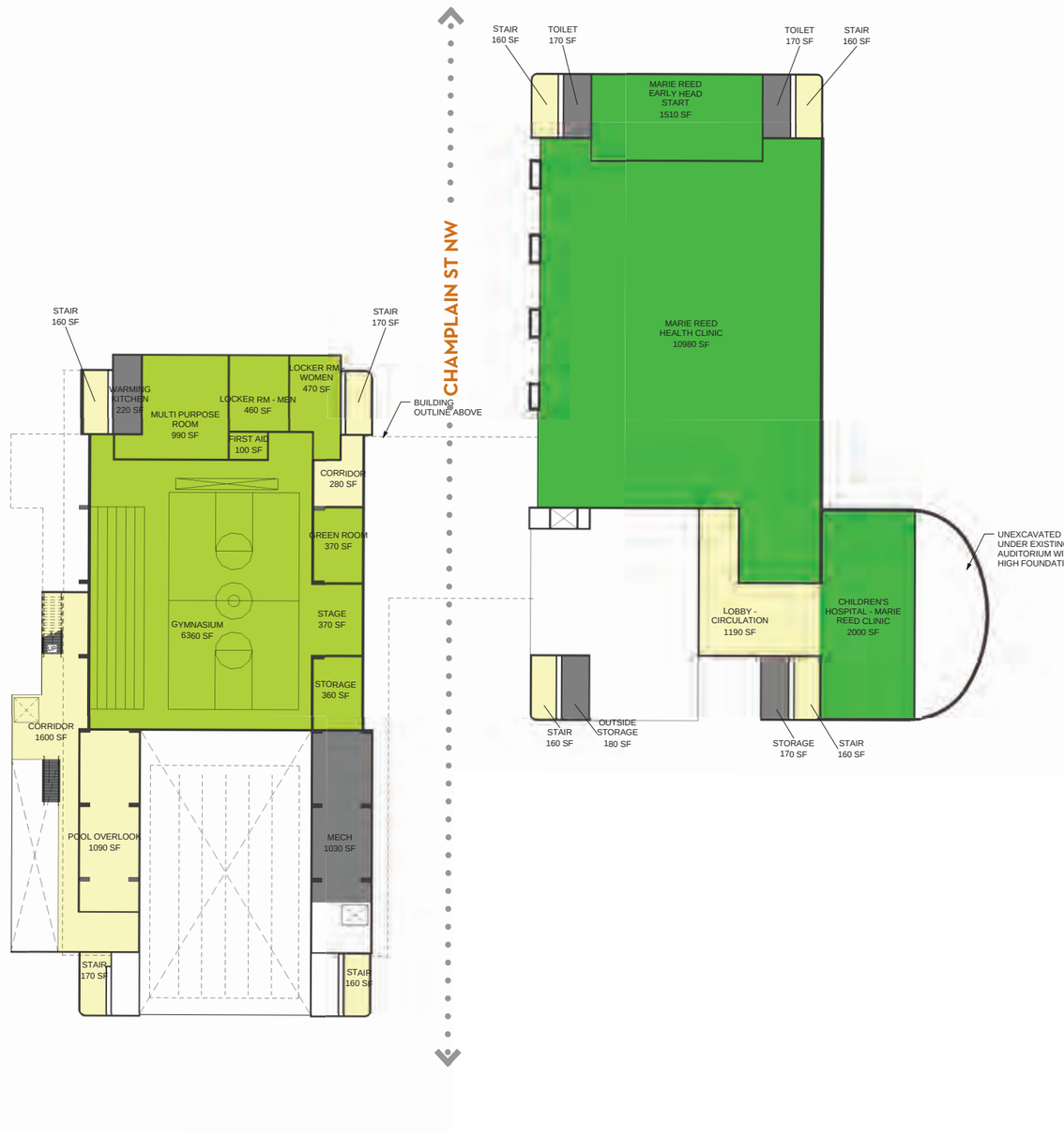
LEGEND

- DCPS-Core Academic Classrooms
- DCPS-Food Service
- DCPS-Building Support
- DCPS-Elective Classroom
- DCPS-Administration
- DCPS-Media Center
- DPR-Recreation
- Community Partners
- Parking

Pool Plan



Basement Plan

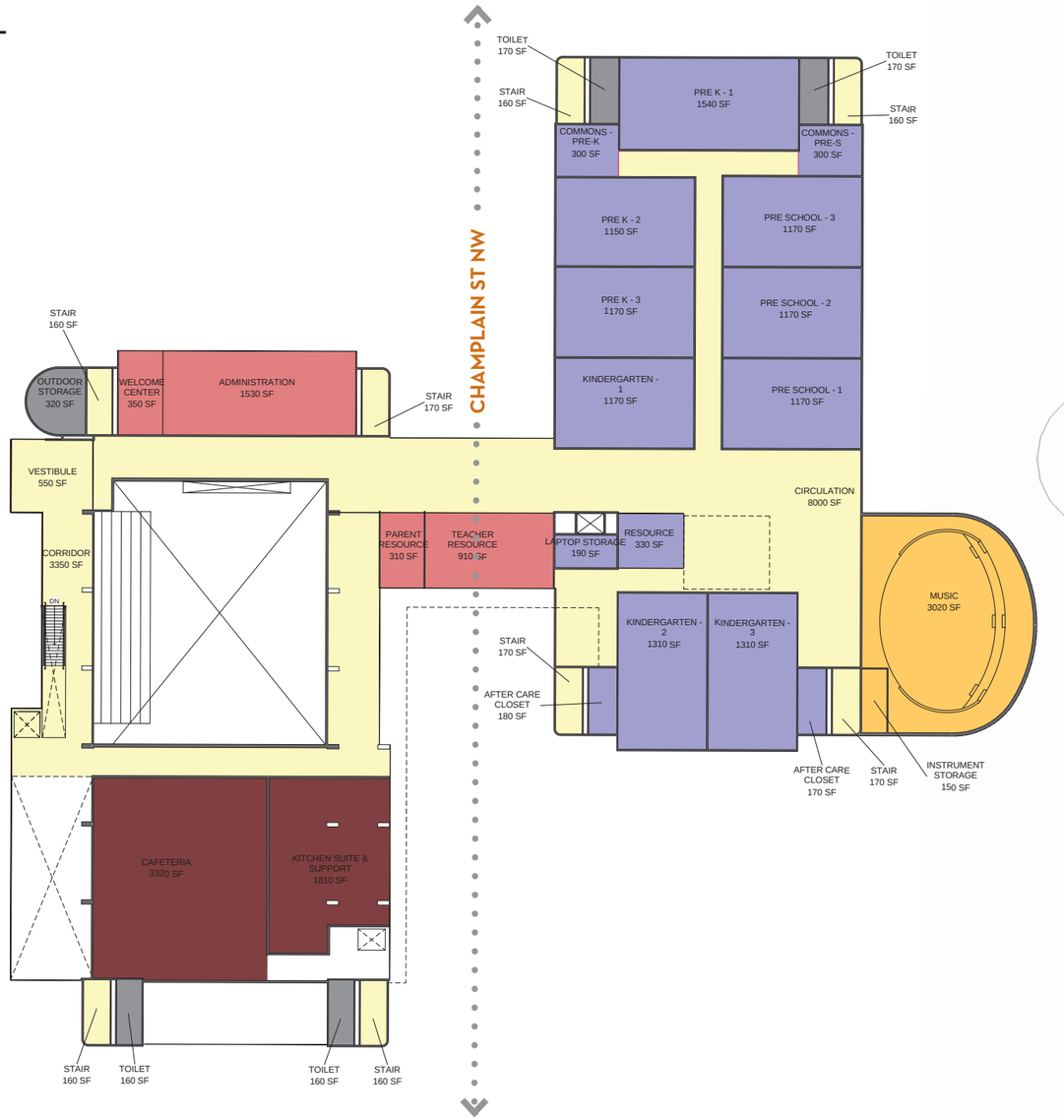


Ground Floor Plan

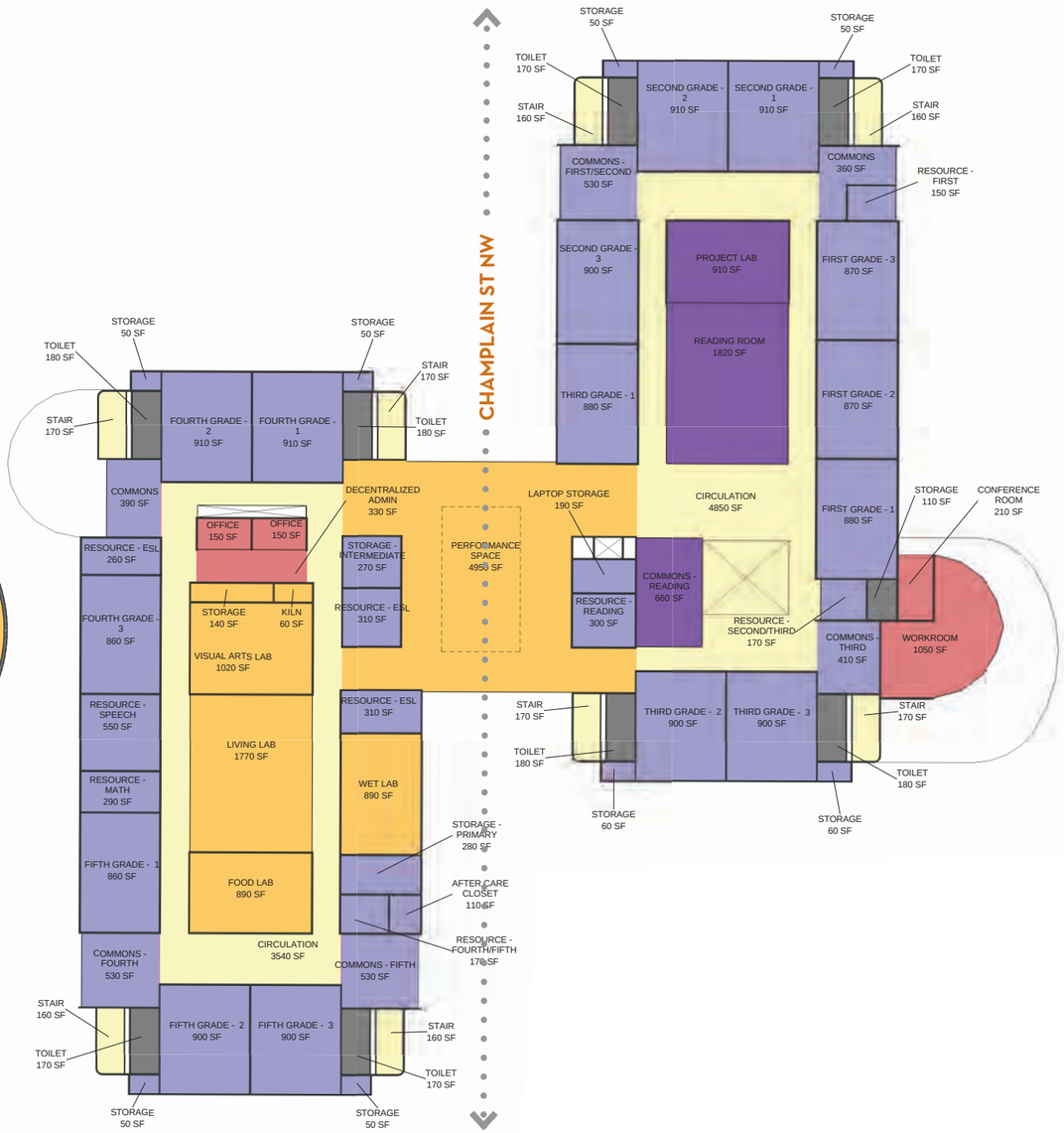
CONCEPT DESIGN A

LEGEND

- DCPS-Core Academic Classrooms
- DCPS-Food Service
- DCPS-Building Support
- DCPS-Elective Classroom
- DCPS-Administration
- DCPS-Media Center
- DPR-Recreation
- Community Partners
- Parking



First Floor Plan

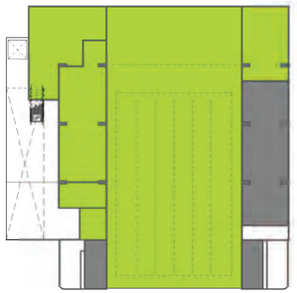


Second Floor Plan

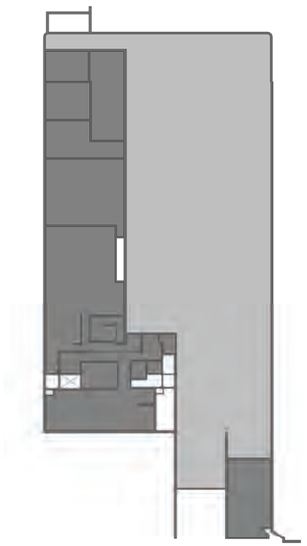
CONCEPT DESIGN A

LEGEND

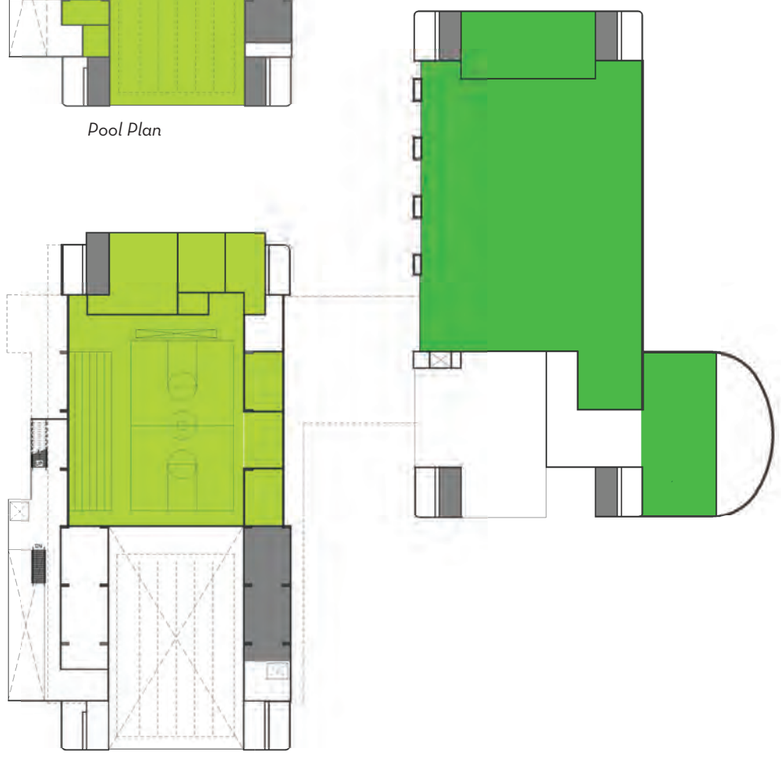
- DCPS-Core Academic Classrooms
- DCPS-Food Service
- DCPS-Building Support
- DCPS-Elective Classroom
- DCPS-Administration
- DCPS-Media Center
- DPR-Recreation
- Community Partners
- Parking



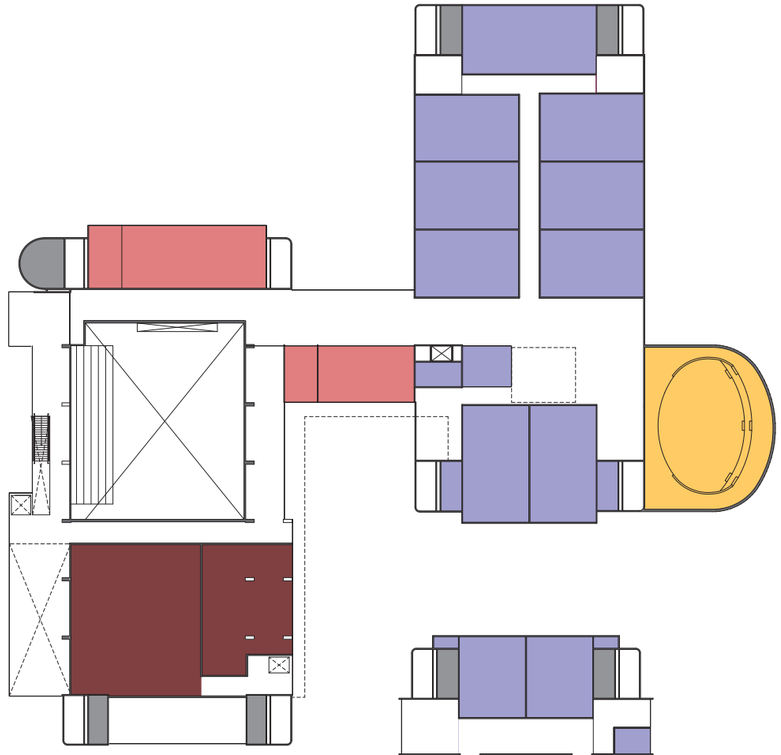
Pool Plan



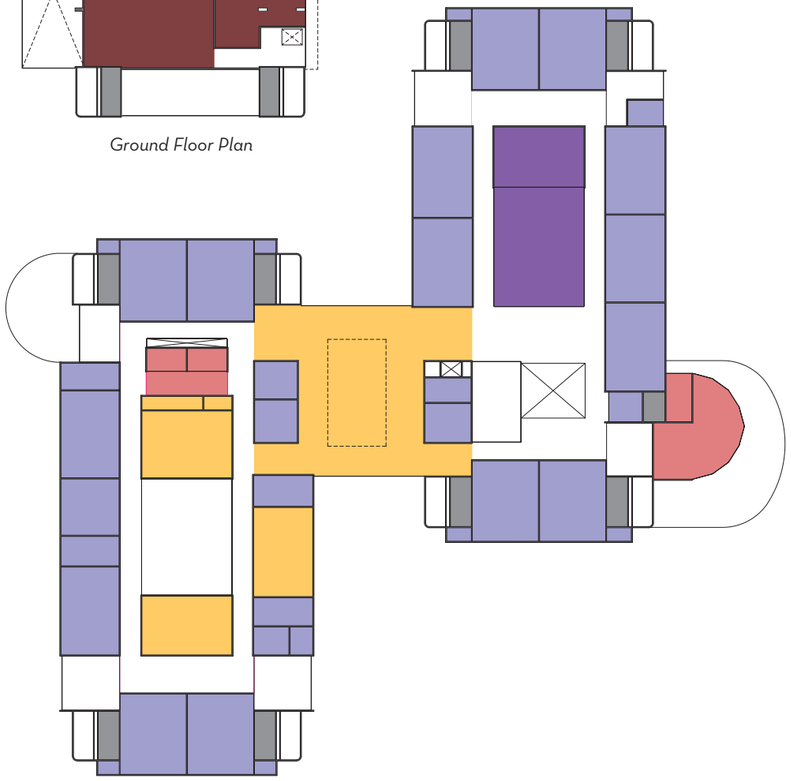
Basement Plan



First Floor Plan



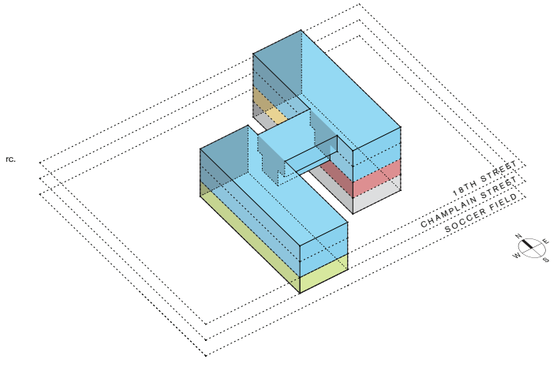
Ground Floor Plan



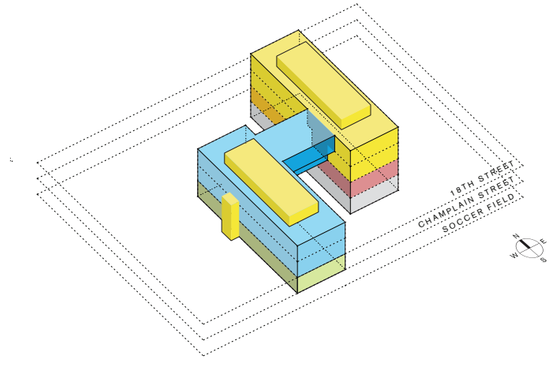
Second Floor Plan

LEGEND

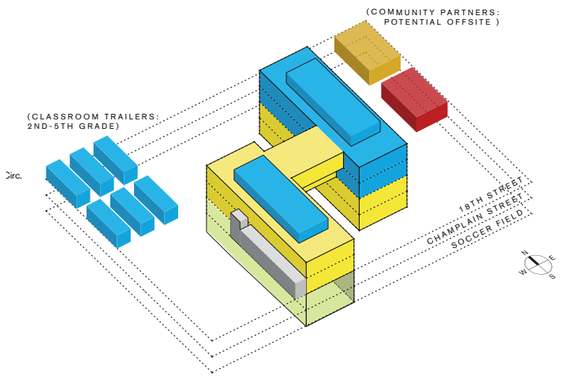
- Core Academic
- Recreation
- Children's Hospital
- Health Center
- Parking/Support/Share
- Under Construction



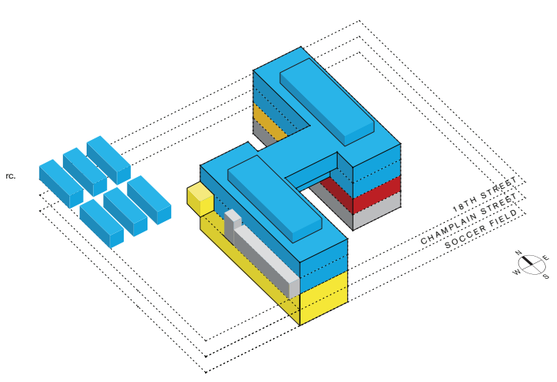
Existing



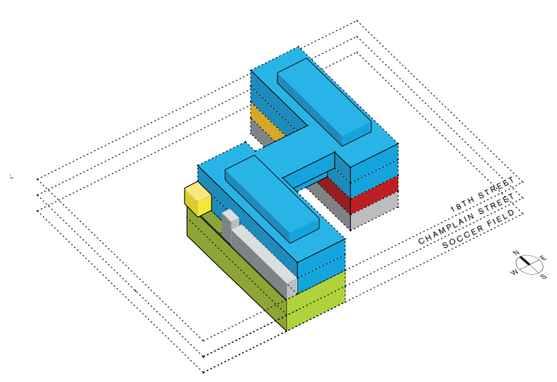
Phase 1



Phase 2



Phase 3



Proposed

HISTORY

Historical Context

By the 1960s, the Morgan School, which dated back to 1902, was showing signs of wear and tear. In 1967, civil strife and riots rocked the nation, prompting the adoption of federal initiatives to revitalize and strengthen the impacted communities.

In 1972, plans for a new school to replace the Morgan School were developed and embraced by the Adams Morgan Community. This new school was envisioned as a stronghold in the neighborhood and function as a center for learning and community activity. The Washington firm of Fry and Welch was hired to design the new school. Construction began in 1972 and by 1977, the Marie H. Reed Community Center opened it doors to serve the community.

The building has two wings on either side of Champlain, connected with an overhead bridge across Champlain. It houses an elementary school, a health clinic, a daycare and a swimming pool. The building and its associated site occupies several city lots, and even extends into historic Happy Hollow Park to the north.

Happy Hollow Park has been in existence since the early 1900s, and has grown in size over time through various land transactions. In 1920, the park doubled in size when then Secretary of War Newton D. Baker granted permission to the District Commissioners to use the land surrounding the nearby pumping station. In the 1930s an exterior children's pool was added to the north of the pumping station.

The design of the school portion of the Marie H. Reed building reflected progressive educational ideologies of the sixties and seventies. Informal, flexible teaching models, championed by John Holt and Paul Goodman, were popular at the time. As a result, the second floor of the building, where a majority of the classrooms are located were designed without permanent walls. Each wing of the building is essentially one big room. Temporary, movable partitions were part of the original design to divide the room if needed.

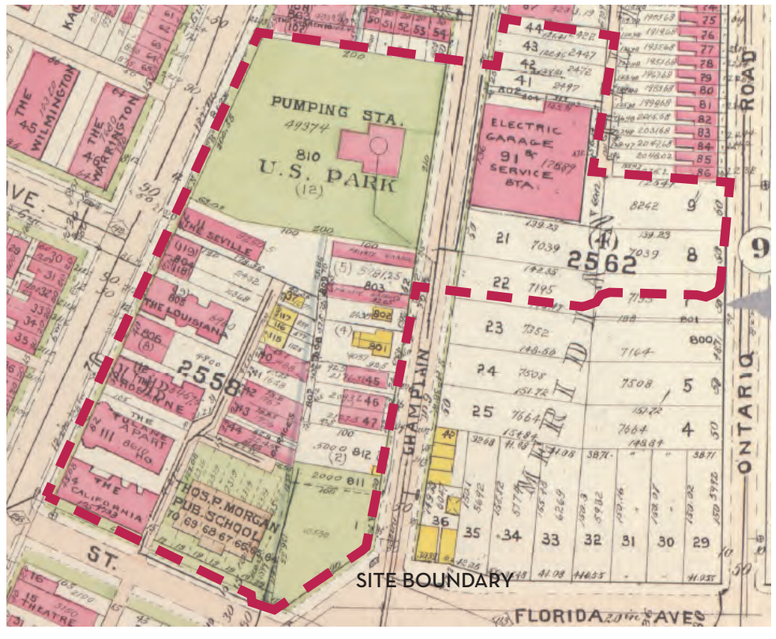
Designed in what architectural historians would call the *Brutalist* style, the building is marked by heavy concrete beltcourses, and tall, narrow slit windows. The exterior is clad with masonry, reinforcing the structure's visual heaviness. Barrel vaults crown each of the wings and function as clerestory windows to allow light into the classroom spaces.

The community center was named after Bishop Marie H. Reed (1915-1969). She was an active member of the community, serving as the first chairman of the Morgan Community School Board in 1967, a member of the Adams Morgan Planning Council, and the Vice Chairman for the Adams Morgan Community Council. Bishop Reed attended Armstrong and Cardozo High School, Howard University and completed her ministry studies at Saint Ann's Spiritual School in Baltimore.

Bishop Reed was an exemplary leader of the community, uniting disparate parts of the community The Marie H. Reed community is a symbol of the integrated, collaborative spirit of the Adams Morgan neighborhood and remains, to this day, a central, important destination.

Morgan School, 1930s

Marie H. Reed community center



Neighborhood Map, 1960s

Pumping Station

EXISTING SITE OBSERVATIONS

Marie Reed Elementary School

The main entrance to the Elementary School is on the East side of 18th Street. It is access through a large plaza that serves as a school and community gathering place.

Marie Reed Recreation Center

The Department of Recreation operates multiple sport courts/fields activities on the site:

- Basketball Courts - two lighted blacktop asphalt basketball courts are located at the northwest portion of the site. Utilized by the Elementary School as part of the play yard during school hours and by the community during non-school hours.
- Tennis Courts – two lighted painted asphalt tennis courts are located at the southwest portion of the site. Utilized by the community.
- Soccer Field - one lighted artificial grass soccer field. Constructed in 2013 by City Soccer in the Community backed by Manchester City Football Club and the Embassy of the United Arab Emirates.

Marie Reed Aquatic Center

Entrance to the Aquatic Center is on the east side Champlain St behind an alcove, which poses security issues.

Happy Hollow Children's Pool

Entrance to the Children's Pool is off of the west side of Champlain St behind a chain link fence.

Marie Reed Health Center

Entrance to the Health Center is off of the east side of Champlain St.

Children's Hospital - Marie Reed Clinic

Entrance to the Clinic is on the east side of Champlain St.

Marie Reed Early Head Start

Entrance to the Early Head Start is on the east side of Champlain St.

Existing Site Plan

H - Front Entry

A - Soccer Field

B - Garden Boxes

C - East Playground

D - North Playground

E - West Playground & Flexible Space

F - Handball Court

G - Basketball Court

EXISTING BUILDING OBSERVATIONS

Marie H. Reed Community Learning Center

The Center is an under-noticed civic center of Adams Morgan that provides educational, recreational, as well as health and human services to the community. The Marie H. Reed Elementary School is the largest entity within the Center. It shares some facilities with the Department of Parks & Recreation including the Recreation Center, the Aquatic Center and the Children's Pool. The Health Center and the Children's Hospital Clinic provide health and human services. The Early Head Start provides daycare services.

The building was constructed in 1977 and is showing the age of a 38 year old facility. Designed in the *Brutalist* architectural style, the building's robust concrete structure supports an exterior enclosure of heavy brick panels and narrow glass windows. The exterior walls are un-insulated and windows are single glazed rendering the exterior enclosure non-compliant with current energy codes. Punctuating an otherwise flat roofscape are unique barrel vaults fitted with large arched windows at the ends. Mechanical, Plumbing and Electrical systems are inefficient and near their useful lives. Though select MPE components have been replaced, there are much more efficient systems available today.

Marie Reed Elementary School

The Elementary School's mission is to prepare each student for academic, social, and personal success by providing a safe and nurturing standards-based learning environment. With the open plan layout, there are deep interior spaces with minimal separation between teaching areas. Lack of and/or limited eye-level windows result in limited and almost nonexistent views. Interior finishes are fatigued and are in need of replacement. Egress components and toilets do not meet current accessibility standards.

Department of Parks & Recreation (DPR)

The DPR operates three major programs at the center:

Marie Reed Recreation Center: The Recreation Center programs target school-aged children, however, there are programs for teen and adults. The center consists of a gymnasium and support offices.

Marie Reed Aquatic Center: The Aquatic Center includes a pool with six 25-yard lap lanes, 2 *Suitmate* dryers, a digital pace clock and a dedicated aqua fitness lane. It offers American Red Cross swimming lessons. It is a traditional rectangular pool that is heavily used and there is a demand for more lanes for fitness training. The facility does not meet current accessibility standards. Pool deck space is limited with pool accessories being stored on deck as well as on seating areas. South facing glazing provide natural daylight, wall-pack lights provide artificial lighting.

Happy Hollow Children's Pool: The Children's Pool is an outdoor facility that provides young children with a friendly alternative to larger outdoor pools. It is a traditional rectangular pool that it heavily used during the season. The facility does not meet current accessibility standards. Located off of Champlain Street, it somewhat secluded from 18th St.

Marie Reed Health Center

The Community of Hope operates the Health Center. It provides primary medical healthcare, dental care, behavioral healthcare, women's gynecological health services, prenatal care, pediatric care, HIV/AIDS testing, adult and child physicals, young adult clinic and offer assistance in choosing and signing up for health insurance.

Children's Hospital - Marie Reed Clinic

The Children's National Health System operates the Special Supplemental Nutrition Program for Women, Infants and Children (WIC). It provides tailored food packages (milk, cheese, eggs, cereal, beans/peanut butter), whole grain choices, soy milk for children and mothers if needed, special formulas for infants and nutrition supplements for children and mothers, including fruit and vegetable checks for women and children, Farmers Market checks during summer, and infant formula if needed. The WIC program provides all of its clients with one on one nutrition counseling, breastfeeding counseling and referrals to peer counselors and lactation specialists, referrals to other social services and primary care and prenatal services.

Marie Reed Early Head Start

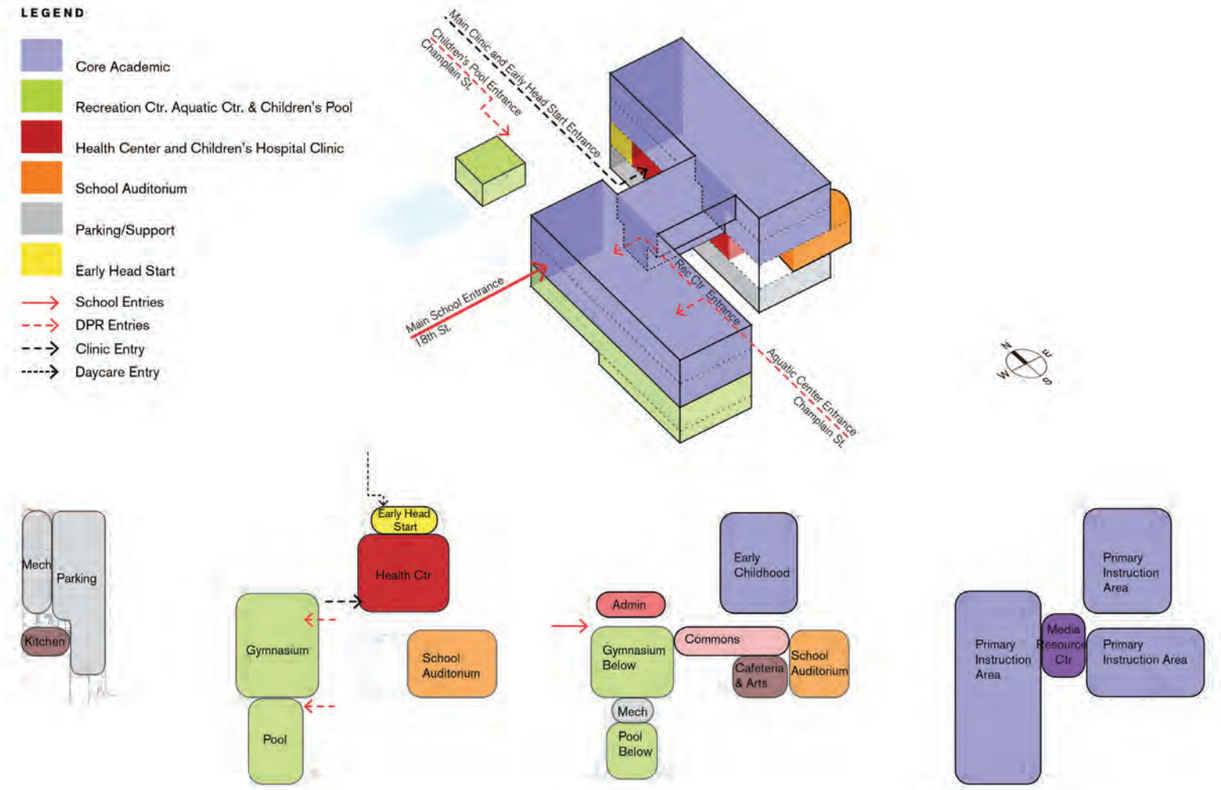
The United Planning Organization operates the Early Head Start program. UPO directly provides center-based services to Early Head Start and Head Start children and families. The UPO state-licensed and approved early education centers incorporate evidence-based, national early learning curricula to provide children the jumpstart they need to thrive as productive citizens.

Open Floor Plan/Shared Gathering Space

Amphitheater

Clerestory Windows

EXISTING BUILDING OBSERVATIONS



Existing Entries & Building Organization

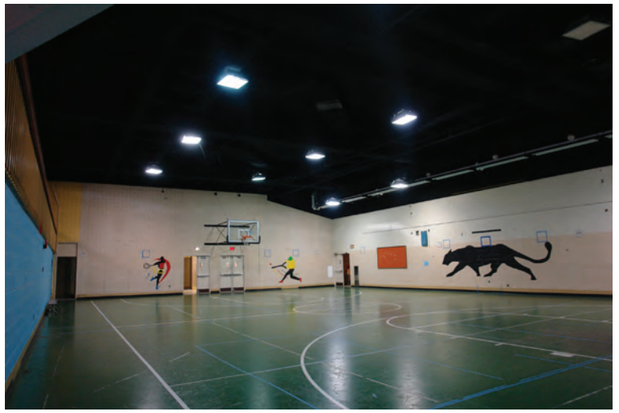
Lack Of Proper Trash Disposal And Access

Shared Gathering Space

Lack of Parking

Abundant Natural Light

"Alley" Cross Site Connection



Low Ceiling in the Gym

Lack of Visual Access to the Outside World

Large Skylight

Attachment A

[Offeror's Letterhead]

[Insert Date]

District of Columbia Department of General Services
2000 14th Street, NW
Washington, D.C. 20009

Att'n: Mr. Christopher Weaver
Acting Director

Reference: Request for Proposals
Design-Build Services – Marie Reed Elementary School

Dear Mr. Weaver:

On behalf of [INSERT NAME OF BIDDER] (the "Offeror"), I am pleased to submit this proposal in response to the Department of General Services' (the "Department" or "DGS") Request for Proposals (the "RFP") to provide design-build services for Marie Reed Elementary School. The Offeror has reviewed the RFP and the attachments thereto, any addenda thereto, and the proposed Form of Contract (collectively, the "Bid Documents") and has conducted such due diligence and analysis as the Offeror, in its sole judgment, has deemed necessary in order to submit the Offeror's Bid in response to the RFP. The Offeror's proposal, the Preconstruction Fee and the Design-Build Fee (as defined in paragraph A) as well as the General Conditions Budget (as defined in paragraph B) are based on the Bid Documents as issued and assume no material alteration of the terms of the Bid Documents (collectively, the proposal, the Preconstruction Fee, the Design-Build Fee and the General Conditions Budget are referred to as the "Offeror's Bid.").

The Offeror's Bid is as follows:

A. The Preconstruction Fee is: $_____

The Design-Build Fee is: $_____

The Offeror acknowledges and understands that the Preconstruction Fee and the Design-Build Fee are firm, fixed prices and other than as permitted in the Form of Contract will not be subject to further adjustment. The Offeror also acknowledges that forty (40%) of the Design-Build Fee is at-risk, and the selected Offeror will only be entitled to such amount as set forth in the Form of Contract.

B. The estimated cost of the Offeror's general conditions (the "General Conditions Budget") is set forth below. The General Conditions Budget consists of the following elements:
Cost of construction staff (only field staff are reimbursable) $_____

Fringe Benefits associated with field staff costs	$_____
Payroll taxes and payroll insurance associated with field staff costs	$_____
Staff costs associated with obtaining permits and approvals	$_____
Out-of-house consultants	$_____
Travel, Living and Relocation expenses	$_____
Job vehicles	$_____
Field office for CM including but not limited to:	$_____

- Trailer purchase and/or rental
- Field office installation, relocation and removal
- Utility connections and charges during the Construction Services phase
- Furniture
- Field offices for the Office and Program Manager
- Office supplies

Office equipment including but not limited to:	$_____

- Computer hardware and software
- Fax machines
- Copy machines
- Telephone installation, system and uses charges

Job radios	$_____
Local delivery and overnight delivery costs	$_____
Field computer network	$_____
First aid facility	$_____
Progress photos	$_____
Printing cost for drawings, bid packages, etc.	$_____
Other (please itemize)	$_____

Total General Conditions Budget $_____

The Offeror acknowledges and understands that the General Conditions Budget will be incorporated into the contract and that the Offeror will not be permitted to exceed the General Conditions Budget for General Conditions Costs unless it first obtains the written approval of the Department.

C. In addition, the Offeror hereby represents that, based on its current rating with its surety, the indicated cost of a payment and performance bond is [INSERT PERCENTAGE].

The Offeror's Bid is based on and subject to the following conditions:

1. The Offeror agrees to hold its proposal open for a period of at least one hundred and twenty (120) days after the date of the bid.

2. Assuming the Offeror is selected by the Department and subject only to the changes requested in paragraph 5, the Offeror agrees to enter into a contract with the Department on the terms and conditions described in the Bid Documents within ten (10) days of the notice of the

award. In the event the Offeror fails to do so, the Department shall have the right to levy upon the Offeror's bid bond.

3. Both the Offeror and the undersigned represent and warrant that the undersigned has the full legal authority to submit this bid form and bind the Offeror to the terms of the Offeror's Bid. The Offeror further represents and warrants that no further action or approval must be obtained by the Offeror in order to authorize the terms of the Offeror's Bid. In addition to any other remedies that the Department may have at law or in equity, the Department shall have the right to levy upon Bidder's Bid Bond in the event of a breach of this paragraph 3.

4. The Offeror and its principal team members hereby represent and warrant that they have not: (i) colluded with any other group or person that is submitting a proposal in response to the RFP in order to fix or set prices; (ii) acted in such a manner so as to discourage any other group or person from submitting a proposal in response to the RFP; or (iii) otherwise engaged in conduct that would violate applicable anti-trust law.

5. The Offeror's proposal is subject to the following requested changes to the Form of Contract: [INSERT REQUESTED CHANGES. OFFERORS ARE ADVISED THAT THE CHANGES SO IDENTIFIED SHOULD BE SPECIFIC SO AS TO PERMIT THE DEPARTMENT TO EVALUATE THE IMPACT OF THE REQUESTED CHANGES IN ITS REVIEW PROCESS. GENERIC STATEMENTS, SUCH AS "A MUTUALLY ACCEPTABLE CONTRACT" ARE NOT ACCEPTABLE. OFFERORS ARE FURTHER ADVISED THAT THE DEPARTMENT WILL CONSIDER THE REQUESTED CHANGES AS PART OF THE EVALUATION PROCESS.]

6. The Offeror hereby certifies that neither it nor any of its team members have entered into any agreement (written or oral) that would prohibit any contractor, subcontractor or sub-consultant that is certified by the District of Columbia Office of Department of Small and Local Business Enterprises as a Local, Small, Resident Owned or Disadvantaged Business Enterprise (collectively, "LSDBE Certified Companies") from participating in the work if another company is awarded the contract.

7. This bid form and the Offeror's Bid are being submitted on behalf of [INSERT FULL LEGAL NAME, TYPE OF ORGANIZATION, AND STATE OF FORMATION FOR THE OFFEROR].

Sincerely,

By: _____
Name: _____
Title: _____

Attachment B

The Offeror and each of its principal team members, if any, must submit a statement that discloses any past or present business, familiar or personal relationship with any of the following individuals:

A. D.C. Department of General Services

Christopher Weaver	Acting Director
Camille Sabbakhan	General Counsel
Latrena Owens	Chief of Staff
Jeff Bonvechio	Deputy Director, Capital Projects and Facilities Management

Please identify any past or present business, familiar, or personal relationship in the space below. Use extra sheets if necessary.

_____
_____
_____
_____
_____

B. Leftwich, LLC

Thomas D. Bridenbaugh

Please identify any past or present business, familiar, or personal relationship in the space below. Use extra sheets if necessary.

_____
_____
_____
_____
_____

C. Brailsford & Dunlavey, Inc.
McKissack & McKissack, P.C.

Please identify any past or present business, familiar, or personal relationship in the space below. Use extra sheets if necessary.

_____
_____
_____
_____
_____

This is to certify that, to the best of my knowledge and belief and after making reasonable inquiry, the above represents a full and accurate disclosure of any past or present business, familiar, or personal relationship with any of the individuals listed above. The undersigned acknowledges and understands that this Disclosure Statement is being

submitted to the False Claims Act and that failure to disclose a material relationship(s) may constitute sufficient grounds to disqualify the Offeror.

OFFEROR:

By: _____
Name: _____
Title: _____
Date: _____